R E P O R T R E S U M E S

ED 020 279 UD 005 815

HOMEWORK HELPER PROGRAM, FACT SHEET.

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PUB DATE 68

EDRS PRICE MF-$0.25 HC-$0.24 4P.

DESCRIPTORS- *AFTER SCHOOL TUTORING, *TUTORIAL PROGRAMS, *PROGRAM EVALUATION, *PROGRAM DESCRIPTIONS, *HOMEWORK, HIGH SCHOOL STUDENTS, COLLEGE STUDENTS, JUNIOR HIGH SCHOOL STUDENTS, ELEMENTARY SCHOOL STUDENTS, READING ACHIEVEMENT, WAGES, INDENTIFICATION (PSYCHOLOGICAL), TRAINING, PROGRAM DEVELOPMENT, ATTENDANCE, INSTRUCTIONAL MATERIALS, BOARDS OF EDUCATION, HOMEWORK HELPER PROGRAM, NEW YORK CITY, MOBILIZATION FOR YOUTH

THIS REPORT BRIEFLY OUTLINES THE NEW YORK CITY BOARD OF EDUCATION-MOBILIZATION FOR YOUTH HOMEWORK HELPER PROGRAM IN WHICH HIGH SCHOOL AND COLLEGE STUDENTS ARE PAID $1.50 TO $2.00 PER HOUR TO TUTOR ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS. TUTORS WORK UNDER THE SUPERVISION OF MASTER TEACHERS AND ATTEND TUTOR-TRAINING SESSIONS TWICE A MONTH. A 2-WEEK ORIENTATION SESSION FOR THE TUTORS IS HELD BEFORE THE TUTORING BEGINS. THE PARTICIPATING ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS ARE TUTORED FOR 2 HOURS TWICE A WEEK. TESTING OVER A 5-MONTH PERIOD HAS INDICATED A MEAN IMPROVEMENT IN READING OF 6.2 MONTHS FOR TUTORED PUPILS WHEREAS A CONTROL GROUP OF PUPILS IMPROVED ONLY 3.5 MONTHS. DURING A 7-MONTH PERIOD EXPERIMENTAL TUTORS IMPROVED IN READING 1 YEAR AND 7 MONTHS OVER A CONTROL GROUP OF TUTORS. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF STATE & FEDERALLY-ASSISTED PROGRAMS
ESEA-TITLE I, HOMEWORK HELPER PROGRAM
141 Livingston Street, Brooklyn, N.Y. 11201

ED020279

Fact Sheet - Homework Helper Program Spring, 1968

A. Purposes

1. To encourage high school students to remain in school (through economic aid).

2. To present a new opportunity for these high school and college students to achieve success.

3. To motivate high school students toward improved academic achievement.

4. To expose high school students to a tutorial experience at an age still young enough for them to choose teaching as a career.

5. To provide individual assistance to elementary, junior high, and senior high school pupils in need of help with basic skills.

6. To provide models for the elementary, junior, and senior high school pupils, possibly increasing their aspirations for school success.

7. To promote integration through tutor-pupil assignments and activities.

B. Structure

1. High school students (grades 10, 11, 12) and college students are paid ($1.50 to $2.00 per hour) to tutor elementary and junior high school pupils.

2. Tutors work in Homework Helper Centers under the direction of Master Teachers (regularly licensed N.Y.C. teachers).

C. Tutor Training

Tutors attend orientation sessions for two weeks before tutoring begins. Twice monthly tutor-training sessions are conducted throughout the year.

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D. Pupil Assignments

Pupils attend two hour sessions twice a week as follows:

Mon. and Wed.	3-5 P.M.
Tues. and Thurs.	3-5 P.M.

E. Content of Tutorial Sessions

Tutorial activities include help with homework, development of work habits and study skills, reading, mathematics, social studies, science, art, the language arts (creative writing) and recreational activities (educational games).

F. Materials

The following materials are used in the program: Readers Digest Science Readers, SRA Reading Laboratories, SRA Reading for Understanding and Pilot Library Kits, Catherine Stern Reading Materials, library books, filmstrips, films, puppets, tape recorders, art materials, globes, maps, cuisennaire rods, magneboards, science-book labs, and various educational games.

G. Historical Development

1. The program began in Feburary, 1963, with 110 tutors tutoring 330 elementary pupils in 9 centers under the auspices of Mobilization for Youth and the Board of Education.

2. The program was expanded to include 240 high school tutors and 540 elementary school pupils during the 1963-64 school year.

3. The 1964-65 program serviced 250 tutors and 550 elementary pupils.

4. Two junior high and a senior high school center were opened during the 1965-66 school year. Together with ten elementary school centers they serviced 250 tutors and 600 pupils.

5. The program was financed by the Ford Foundation and the City of New York during the school years 1963-1966. During the 1966-67 school year the program continued - under a contractual Board of Education-Mobilization for Youth Agreement under which the Board of Education assumed responsibility for all expenses except stipends for tutors and their administration. These costs were funded through Mobilization for Youth.

6. Summer programs were conducted in the morning hours, in 1964, 65, 66, and 67.

H. Evaluation

1. The program was carefully evaluated by Dr. Robert Cloward of the Columbia University School of Social Work.

2. A study of pupil reading achievement, as measured by pre- and post-testing over a five month period, indicated that the program made significant change in the reading of pupils as follows:

   a. Control pupils showed a mean improvement of 3.5 months.

   b. Pupils who attended two sessions per week showed a mean improvement of 6.2 months.

3. A study of tutor reading achievement, as measured by pre- and post-testing over a seven month period, indicated that experimental tutors showed a mean improvement of 1 year and seven months over the control group of tutors.

4. School administrators, teachers, tutors, pupils, and parents have commended the program. Many teachers report that positive changes in children's school work have taken place.

I. Attendance

1. Pupil attendance has been better than 80% for each of the program years, including summers.

2. Tutor attendance has been better than 90% for each of the program years, including summers.

J. Current Status of the Program

1. Dr. Albert R. Deering, Coordinator of the Mobilization for Youth-Board of Education Program since 1963, is now serving as the city-wide coordinator of the program for the Board of Education.

2. District Superintendents and Community Action Agencies may now utilize the services provided by the offices of the city-wide coordinator in the implementation of the program in their communities.

3. Ten local districts have utilized these services in the development of the program during the current semester. These programs have been budgeted for under Decentralized Title I funds, E.S.E.A.

4. Under this decentralized plan, 50 Homework Helper Centers will be developed during the Spring semester in the Bronx (Tremont, Morrisania, South Bronx), Manhattan (East Harlem, Lower East Side) and Brooklyn (Bedford-Stuyvesant, Park Slope, Williamsburg, Sunset Park, Coney Island). Approximately, 1000 tutors and 2500 pupils will be serviced during the Spring term.

5. It is expected that additional centers will be in operation in the future.

District superintendents and community groups may now call upon the city-wide coordinator for assistance in the development of Decentralized programs for implementation during the summer as well as during the 1968-69 school year.

For further information contact:

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